Technology Sample Activity
Cook up a Family Pie

The Basic Activity: Students create a pie chart that includes data, text, and photographs.

Activity	Beginning	Approaching	Met	Exceeds
Create a pie chart containing photographs, drawings, and textual data.	Plan the project. Do research to obtain names, birthdates, marriages, family relationships, and graphic items. Obtain photographs, drawings, etc.	Plan the project. Acquire information about spreadsheet programs and gain access to spreadsheet software.	Plan the project. Decide on the software program best able to complete the work. Using a digital camera, take necessary photographs and/or scan existing hard copy photographs. Open spreadsheet program and enter data. Convert data to a pie chart. Insert photographs and/or other scanned/digital items in the appropriate slices of the chart. Using a Paint program, draw crust around the chart and color the crust golden brown. Save your work and print copies on a color printer.	Show family and friends how the project is created.

Options: **Laminate the product and use as a placemat.**
Frame copies of the product as gifts for family members.
Use the final product as wallpaper for the family computer.
Use the final product as a background for family calendars.
Create subject matter displays for class presentation.

Note: The activity can be adapted to address a variety of technology indicators/skill levels and standards applied to content areas such as Social Studies (geography, history, economics), Mathematics (budgets, graphs, averages, fractions), Writing (research skill development, report development), and Reading (parts of speech, grammar, vocabulary), Science (categorization, data collection, graphic representation, analysis), and English Language Acquisition (pronunciation, word/symbol recognition, sharing information).

Technology Sample Activity
The Alphabet – Process It

The Basic Activity: Students work in teams to build story sentences using a sequential alphabetical structure.

Activity	Beginning	Approaching	Met	Exceeds
Students create a sentence or series of sentences. The first letter of each succeeding word must reflect the complete, continuous alphabet. (i.e., A bored car detailer etched fine gashes hastily into John's kinky, little Mazda . . .)	Students practice the alphabet. They read from a narrative and recognize the first letter of each succeeding word. They share ideas for short sentences or a story; then frame the sentences in such a way as to meet activity first letter requirement. The final sentence or story is hand written.	Break class into small teams of three to five students. Teams create story sentences. Teams select a word processing program appropriate to preparing the project on a computer. A format is selected for the project and the story sentences are typed. Team members utilize the word processing program's thesaurus to edit their work and add variety to the vocabulary used.	Team members use a computer to prepare a report on the process they followed in completing the project and their feelings and experiences about working in the group. Students present reports to the class.	Students show others how they created the project. Students use clipart, images, Paint to illustrate their story.

Options: **Students are given a smaller number of letters in the alphabet to develop story sentences.**
Each group of students is given a section of the alphabet to develop story sentences.
Students use randomly picked letters to create their story sentences.
Students use the alphabet in reverse to create story sentences.
Students fill in the blanks in a story (nouns, prepositions, verbs) using words that begin with succeeding letters of the alphabet.

Note: The activity can be adapted to address a variety of technology indicators/skill levels and standards applied to content areas such as Social Studies (geography, history, economics), Mathematics (budgets, graphs, averages, fractions), Writing (research skill development, report development), and Reading (parts of speech, grammar, vocabulary), Science (categorization, data collection, graphic representation, analysis), and English Language Acquisition (pronunciation, word/symbol recognition, sharing information).

Technology Sample Activity
What do stamps, dolls, and baseball cards have in common?

The Basic Activity: Students develop their hobbies or collections. They are given certain constraints by the teacher; budget, (for purchasing more of their collectables), timeframe, and location(s) to make their purchases.

Activity	Beginning	Approaching	Met	Exceeds
Develop a hobby or collection and tell others about it	Given a budget, students research ways to expand their hobby or collection in their town or city. Students report on how they would expand their hobby or collection, incorporating the budget constraints.	Given a budget, students develop a plan to make their purchases from businesses within a 100-mile radius of their home. The plan would include the cost to purchase the items and the cost of a day trip to make their purchases. Conduct research on-line about where to purchase items for their collection. Using appropriate software, a report is created which includes the cost of each item and related expenses.	Students investigate eBay to find the value of some of their collectibles or how much it would cost to make purchases. Students develop a plan to make their purchases on eBay and determine what they could sell on eBay to fund additional purchases. Using appropriate software, a report is presented that includes cost of each item, how much each transaction would cost (including PayPal and shipping). Include how much time is spent on conducting the research.	Given a budget, students either plan to make a purchase from a famous collector who has a similar hobby, actually buy an item, or post one of their items on eBay. Determine and document reliability of seller or how you would demonstrate reliability. A report is presented using multimedia which includes visuals of their purchases (or sales), information about the seller, and value of the items they would/are purchasing.

Options: **Chart the time spent on developing the hobby or collection**
Research locations to visit to pursue/enhance hobby or collectable
Research famous people with the same hobby
Reporting requirements (options include: Oral, Written, PowerPoint, graphics, charts)

Note: The activity can be adapted to address a variety of technology indicators/skill levels and standards applied to content areas such as Social Studies (geography, history, economics), Mathematics (budgets, graphs, averages, fractions), Writing (research skill development, report development), and Reading (parts of speech, grammar, vocabulary), Science (categorization, data collection, graphic representation, analysis), and English Language Acquisition (pronunciation, word/symbol recognition, sharing information).

Technology Sample Activity
Snail Mail Labels

The Basic Activity: Students create Return Address mailing labels. They practice writing their name and complete mailing address with standard abbreviations, punctuation and spacing.

Activity	Beginning	Approaching	Met	Exceeds
Create Return Address Mailing Labels (step-by-step instructions on next page) Skills: Practice writing name and complete mailing address; Capitalization and Abbreviations; Navigating Microsoft Word Toolbars to customize a mailing label design. TECH B-1; B-2; B-3; B-4; B-5; C-3; D-2; F-1	Students— Enter name and address using upper and lower case letters in an open software application and dialogue box (requires the use of Shift Key, number pad and mouse) Print using the Print button	Students— Turn on Computer Open appropriate application (Microsoft Word) Open Tools – Envelopes and Labels. Select Labels. Enter name and address using upper and lowercase letters. Print from the Print button	Students— Create Mailing Label as in Approaching Highlight Name/Address using "triple-click" or "click-and-drag technique" Customize mailing label with Font, Font Style, Size and Font Color options.	Students— Create Mailing Labels as in Met; then return to Tools – Envelopes and Labels. Select Envelopes tab. Envelope tab to create and customize printed envelopes with a Clip Art design.

Options: Create custom envelopes with a ClipArt design
Create custom Stationary Headers
Print a mailing list for a Holiday gathering or a club mailing
Create a mailing list using Excel spreadsheet or Access database.

Note: The activity can be adapted to address a variety of technology indicators/skill levels and standards applied to content areas such as Social Studies (geography, history, economics), Mathematics (budgets, graphs, averages, fractions), Writing (research skill development, report development), and Reading (parts of speech, grammar, vocabulary), Science (categorization, data collection, graphic representation, analysis), and English Language Acquisition (pronunciation, word/symbol recognition, sharing information).

Step-by-Step Instructions for Creating Labels Using Microsoft Word

The Labels tab in the Envelopes and Labels dialog box makes it easy to print labels, either for a return address or for a delivery address. You can print a full page of the same label or a single label. In addition, you can choose from a variety of label sizes. For this lesson, you will create a page of your own return address labels containing your name, street address, city, state, and zip code information.

1. Open Microsoft Word. Open the Tools Menu and select Envelopes and Labels. Click on the Labels tab.

2. Type your name, address, city, state, and zip code. Remember to use correct spacing—one space after a comma, two spaces between State abbreviation and zip code. An example is below:

Ms. Jennifer Lopez
1390 West Speedway Boulevard
Tucson, AZ 85709

3. Next, click the Options in the Label dialog box. An additional window will open. Here is where you can select the specific size of the label you want to use. If you purchase a brand called Avery, you can choose the specific style number from the pull-down list. For this lesson, we are using label number 5267. Click that label number.

4. "Right click" on your label entry to open the Font box. Customize your label with Font - Arial Narrow; Font Style – Bold; Size –11; and Color

5. Insert a page of labels into the printer feeder tray. Click Print.

6. Enjoy your personalized labels!

Technology Sample Activity
Recipe for an E-Scrapbook

The Basic Activity: Students create a personal or family scrapbook that can be printed and bound or shared with family and friends via the Internet.

Activity	Beginning	Approaching	Met	Exceeds
Students create a digital scrapbook.	Plan the order in which the ingredients are to be presented in the scrapbook. Collect ingredients for the scrapbook. (see options)	Plan the order of the scrapbook. Collect more ingredients for the scrapbook. (see options)	Plan the order of the scrapbook. Collect more ingredients for the scrapbook. (see options) Select a design layout using an appropriate software program. Use a scanner, digital camera, or digital video camera to prepare items for the scrapbook. Insert the ingredients into the scrapbook. Add narrative, captions, poetry, or commentary. Save the work. E-mail the scrapbook to friends or family members.	Plan the order of the scrapbook. Collect more ingredients for the scrapbook. (see options) Create the final product using appropriate software program, i.e., MS PowerPoint, Corel Presentations, etc. Insert video clips, animation, and music clips as desired and save the work. Show friends and/or family members how the e-Scrapbook was created and shared with others.

Options: **Ingredients for the scrapbook can include photographs, drawings, poems, artifacts, student-generated stories, recorded voices, video clips, and animation.**
Themes for the scrapbook can include vacations, field trips, special events, etc.
School reports or presentations

Note: The activity can be adapted to address a variety of technology indicators/skill levels and standards applied to content areas such as Social Studies (geography, history, economics), Mathematics (budgets, graphs, averages, fractions), Writing (research skill development, report development), and Reading (parts of speech, grammar, vocabulary), Science (categorization, data collection, graphic representation, analysis), and English Language Acquisition (pronunciation, word/symbol recognition, sharing information).

Technology Sample Activity
Let's Take a Trip…

The Basic Activity: Students plan a trip within constraints created by the teacher (e.g., budget, transportation, lodging, meals, timeframe, and location).

Activity	Beginning	Approaching	Met	Exceeds
Plan a trip and tell others about it.	Given a budget, starting location, and time constraint, students plan a trip to any Phoenix area destination and stay one night. Students report on how they would take the trip, incorporating each of the constraints ($, location, time).	Given a budget, starting location, and time constraint, students plan a trip from Sierra Vista to Phoenix, Flagstaff, Las Vegas, and return. Students spend at least one night in each location. Students may use internet (MapQuest, Expedia, etc.). A report which includes each of the constraints is written using the appropriate software. The report also includes places and sites visited.	Given a budget, starting location, and time constraint, students plan a trip from Sierra Vista to Disneyland, Grand Canyon, Mesa Verde and return. No personal vehicle may be used. Students may use Internet (MapQuest, Expedia, etc.). A report which includes each of the constraints is written using more than one type of software. The report also includes places and sites visited.	Given a budget, starting location, and time constraint, students plan a trip from Sierra Vista to three sites significant in U.S. History and return. Three types of transportation must be used. Students may use Internet (MapQuest, Expedia, Search, etc.). A report which includes each of the constraints is written using multi media presentation. The report also includes places and sites visited.

Options:
Departure/Ending Location
Length of trip (time or distance)
Climate (Daily high or low must be 60º F ± 10º)
Places to visit (Disneyland, National Park, Historical Site)
Visit Relatives
Reporting requirements (options include: Oral, Written, PowerPoint, graphics, charts)

Note: The activity can be adapted to address a variety of technology indicators/skill levels and standards applied to content areas such as Social Studies (geography, history, economics), Mathematics (budgets, graphs, averages, fractions), Writing (research skill development, report development), and Reading (parts of speech, grammar, vocabulary), Science (categorization, data collection, graphic representation, analysis), and English Language Acquisition (pronunciation, word/symbol recognition, sharing information).

Technology Sample Activity
Holiday "E" Shopping Spree

The Basic Activity: Students plan a budget and go shopping on the Internet.

Activity	Beginning	Approaching	Met	Exceeds
Plan a celebration meal with gift(s) and entertainment.	Students plan a budget for a celebration meal, gift, and entertainment.	Select a word processing program to use for creating tables. Using the Internet, select an Internet search engine.	Create a full page table with columns for listing products, e-vendors, web addresses, prices (including shipping charges,) and check-offs. Print the table. Perform Internet search(es) using key words such as *groceries, gifts,* and *video rentals*, to locate sites where elements and prices, including shipping costs, of the celebration plan can be obtained. Information acquired is entered by pen or pencil into the table and purchasing decisions are made based on the budget. Students may or may not make actual purchases.	Students show others how they performed the activity.

Options: **Vary the occasions/celebrations, (e.g., birthdays, holidays, graduations).**
Purchases don't actually have to be made.
Create greeting cards, placemats, and party favors.

Note: The activity can be adapted to address a variety of technology indicators/skill levels and standards applied to content areas such as Social Studies (geography, history, economics), Mathematics (budgets, graphs, averages, fractions), Writing (research skill development, report development), and Reading (parts of speech, grammar, vocabulary), Science (categorization, data collection, graphic representation, analysis), and English Language Acquisition (pronunciation, word/symbol recognition, sharing information).

Technology Sample Activity
Do I Have Enough Money?

The Basic Activity: Students develop a family budget. They can be given certain basic information by the instructor (e.g., family size, housing, occupation, etc.) or use their personal information.

Activity	Beginning	Approaching	Met	Exceeds
Plan a monthly budget for you and your family. Things to include: Income: Personal Spouse Child Support Other income Expenses: Taxes Insurance Child Care Child Support Housing Utilities Car expense Food Clothing Entertainment Savings Loans & Credit Cards	Given a hypothetical family situation, income and dollar amounts or percentages, the student fills cells in a spreadsheet template to create a family budget.	Given some information, students envision a family situation (number of members, relationships, occupations, housing arrangements) and develop a monthly budget to record basic income and expenses. Students may use the Internet to research occupations and expenses. Students create and label a spreadsheet to show their findings. With help, students use formulas to show totals and percentages.	Students use personal or imagined family situation to create a spreadsheet showing all monthly income and expenses. Students may use the Internet or other resources to research information needed to make the spreadsheet and report as accurate as possible. Students format and label a spreadsheet appropriately for printing and generate a graph of the information.	Students use personal information to create a monthly family budget. Students construct spreadsheets that allow for variables to show changing situations (marriage, children, career change, home purchase, holiday expenses, etc.); quarterly and annual versions can also be constructed. Students may use Internet searches to collect information to help make decisions influencing outcomes. Students generate a report including each of the variables and its impact on the budget.

Options: **Vary the number of elements in the budget**
Location – compare cost of living in different areas
Reporting requirements (options include: Oral, Written, PowerPoint, graphics, charts)

Note: The activity can be adapted to address a variety of technology indicators/skill levels and standards applied to content areas such as Social Studies (geography, history, economics), Mathematics (budgets, graphs, averages, fractions), Writing (research skill development, report development), and Reading (parts of speech, grammar, vocabulary), Science (categorization, data collection, graphic representation, analysis), and English Language Acquisition (pronunciation, word/symbol recognition, sharing information).

Technology Sample Activity
Weather or Not

The Basic Activity: Students research and compare the current weather conditions at various locations around the country or world.

Activity	Beginning	Approaching	Met	Exceeds
Students (individually or in groups of 2-3) research and compare the current weather conditions for five different cities around the country or the world.	Students make predictions about the current weather for the five given (or chosen) cities. Students use various sources (newspaper, information from the Internet) to find the current weather conditions of the five cities (E-1) Students record the findings for each city. Students discuss the findings.	Students make predictions about the current weather for the five given (or chosen) cities. Students use a given Internet site (e.g., www.weatherchannel.com) to find the current weather conditions of the five cities (B-2). Students record the findings for each city. Students discuss the findings.	Students use a search engine (i.e. Google, Yahoo) to find a website with current weather information (E-1). Students access the website and find the current weather conditions of the five cities (F-1). Students record the weather data for each city electronically using a table in Word or Excel (C-3). Students format the document for presentation purposes and present their findings to the class (D-2).	Students use the Internet to find the current weather conditions of five or more cities (F-1). Students use appropriate software to record the weather data for the cities (C-3). Students create a multi-media product (e.g., PowerPoint, brochure) to present their findings to the class (D-2).

Options: **Compare weather trends (precipitation levels, temperature highs and lows) between different decades in a specific location.**
Research and compare sunrise and sunset times for various locations around the country or world.
Research and compare weather forecasts with the actual weather over a specified period of time.
Research weather phenomena (earthquakes, hurricanes, tidal waves, floods, monsoons).

Note: The activity can be adapted to address a variety of technology indicators/skill levels and standards applied to content areas such as Social Studies (geography, history, economics), Mathematics (budgets, graphs, averages, fractions), Writing (research skill development, report development), and Reading (parts of speech, grammar, vocabulary), Science (categorization, data collection, graphic representation, analysis), and English Language Acquisition (pronunciation, word/symbol recognition, sharing information).